**Name (first, last), highest degree (ex. M.A**., **Ph.D.)**  
**Rank  
Nicholson School of Communication and Media  
email adress@ucf.edu**

**Top of FNOTE TO FACULTY**

**NOTE TO FACULTY**

This document creates standards whereby all full-time, non-tenured faculty in every NSCM program may be evaluated annually for their contributions primarily in the areas of teaching, service, and other assigned duties. In those instances where faculty are engaged in scholarly research and/or creative activity as part of or outside of their annual assignment of duties, there are options for them to include this activity as it relates to their teaching, service, or other assigned duties.

**SECTION I: INTRODUCTION**

Faculty members are responsible for reporting their accomplishments based upon their annual Assignment of Duties for the review period. The Director will evaluate the reported work in each assigned category and will provide an overall evaluation. Faculty must earn a minimum rating of ***Satisfactory*** in each area of assignment to earn an overall rating of ***Above Satisfactory*** or ***Outstanding***. If a faculty member is not ***Satisfactory*** in each category, the faculty member shall achieve an overall rating of ***Conditional***. If the faculty is not ***Satisfactory*** in each category for more than one year, the faculty member shall achieve an overall rating of ***Unsatisfactory***. Note: if the faculty member achieves a ***Satisfactory*** or higher rating in the year following a ***Conditiona***l, this cycle resets (i.e., a faculty member could be **Conditional**one year, ***Satisfactory*** the year after, then ***Conditional*** in the third year).

Each faculty member will earn an overall performance assessment based on the individual ratings earned in activities including teaching, service, and other assigned duties. The overall rating will be determined mathematically using the portion of the FTE (Full Time Equivalent) assigned for each activity and on the In-Unit Faculty Assignment of Duties Form. The total FTE for the academic year for a full-time faculty member must add up to 1.00 (or 100%).

It is understood that changing circumstances, such as shifts in teaching assignment, or increased service obligations, may affect the relative productivity in teaching and service. In such cases, a new form should be completed when the assignments are made.

\* For purposes of calculating overall evaluations in a manner that distinguishes among the rankings (e.g., **Satisfactory, Above Satisfactory and Outstanding**), individual evaluations of teaching and service are assigned the following values: **Outstanding** = 4, **Above Satisfactory**= 3, **Satisfactory** = 2, **Conditional** = 1, **Unsatisfactory** = 0. The overall evaluation is assigned according to the table below. The categories of evaluation are weighted according to the Assignment of Duties (see above). For example, based on the formula for evaluation, using the previous example, a faculty member on a “4/4 teaching load” who is **Outstanding** in Teaching (.88), and **Above Satisfactory** in Service (.12) would receive an overall score of 3.66 [(4x.88=3.52) + (3x.12=.36) = 3.88]. The overall evaluation is assigned according to the table below. In the previous example, the faculty member will earn an overall evaluation of **Outstanding**.

|  |  |
| --- | --- |
| Weighted Total | Overall Evaluation |
| 3.5 or above | Outstanding |
| 2.5-3.49 | Above Satisfactory |
| 1.5-2.49 | Satisfactory |
| 0.5-1.49 | Conditional |
| below 0.49 | Unsatisfactory |

**Regarding Variations in Assignments (Non-Tenure Track Faculty)**

It is recognized that some faculty members may have administrative or other duties that result in variations in their assigned teaching load. The Annual Standards described herein apply to the teaching of as many courses as the faculty member is assigned to teach. In the case of service, the standards for faculty service are the same regardless of their teaching assignment.

**SECTION II: TEACHING**

***Teaching*** *includes all classes for which the faculty is Teacher of Record and related class activities and student interactions both inside and outside of the classroom. This category also includes items that would be listed as* ***Non-Credit Generating Instructional Efforts i****n the Faculty Activity Survey, such as guest lectures in other classes, team teaching, and development and/or revision of course materials or curriculum for future classes.*

**Teaching Schedule**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **erm** | **Course** | **Sec** | **Course Title** | **CH** | **Enroll** | **SCH** | **Session** | **Campus** | **Eval** | **Grade** | **Dist** | **TR%** |
| 2025/Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| 2025/Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| 2025/Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| 2025/Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| 2025/Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| 2024/Fall |  |  |  |  |  |  |  |  |  |  |  |  |
| 2024/Fall |  |  |  |  |  |  |  |  |  |  |  |  |
| 2024/Fall |  |  |  |  |  |  |  |  |  |  |  |  |
| 2024/Fall |  |  |  |  |  |  |  |  |  |  |  |  |
| 2024/Fall |  |  |  |  |  |  |  |  |  |  |  |  |
| 2024/Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| 2024/Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| **Totals** | | | |  |  |  |  |  |  |  |  |  |

**A. UNSATISFACTORY RATING**

If a faculty member receives a *Conditional* rating for two consecutive years, an *Unsatisfactory* rating will be assigned. In instances where evidence of egregious deficiencies can be documented, an ***Unsatisfactory*** rating may be given when first identified.

**b. CONDITIONAL RATING**

The first year that a faculty member does not fulfill the requirements required for *Satisfactory*, the performance will be marked ***Conditional***. Faculty anticipating receiving a *Conditional* rating must provide context explaining why any of the requirements were not fulfilled. If the faculty member achieves a *Satisfactory*rating in the year following a *Conditional*, this cycle resets (i.e., a faculty member could be *Conditional*one year, *Satisfactory* the year after, then *Conditional*in the third year).

**C. SATISFACTORY RATING**

To achieve a rating of *Satisfactory*, the faculty member must be prepared to teach assigned courses, deliver course content in a manner that is consistent with program objectives and standards, receive course evaluations reflecting acceptable levels of student satisfaction based upon SPIs, and follow UCF policies and practices. The following 15 items must be met to receive a *Satisfactory* rating.

**1.  Preparation for Teaching**

Submit book orders on time as required by state legislation.   
Prepare a syllabus that follows the current university guidelines.  
Provide a copy of the syllabus for each class to the appropriate school administrator by the university deadline.  
Prepare up-to-date content appropriate to the courses assigned.  
Complete university training, as requested (e.g., FERPA, Safe Zone advocacy, diversity initiatives)

**2.  Provide context, as needed:**

**3.  Course Delivery**

Meet classes on a regular basis as scheduled and as appropriate to course modality.  
Be available at scheduled office hours.  
Follow syllabi that adhere to the current program guidelines.  
Provide content that aligns with learning objectives and outcomes.  
Provide effective and accurate advisement based upon student ratings.  
Reply in a timely manner to student and supervisor inquiries.  
Provide timely evaluative feedback on student assignments/exams as indicated in course expectations on syllabi.  
Hold a final exam (or appropriate final project/exercise) during the scheduled final exam period.   
Submit grades on time.   
Give timely notification via email and other social media to supervisor and/or students of anticipated absences and

accurately indicate leave within Workday.

**4.  Provide context, as needed:**

**5.  Course Evaluation  
  
Fulfill ONE of the following options:**

Demonstrate satisfactory performance in the classroom as evidenced by Student Perception of Instruction (SPI)

Reports ratings of at least 50% in the “Good,” “Very Good,” and “Excellent” categories in the category “Overall

Assessment of Instruction.”  
Submit a summary that contextualizes SPI scores and describes a strategy for improving future SPI evaluations.

**6.  Provide context, as needed:**

A faculty member who does not fulfill one or more of the above criteria establishing a rating of Satisfactory may provide an explanation of the circumstances that contributed to the lapse.

NOTES:

1.      If the faculty member does not receive a rating of 50% in the “Good,” “Very Good,” and “Excellent” categories collectively; then, she/he/they should submit a summary that contextualizes SPI scores and describes a strategy for improving future SPI evaluations should be submitted to the Director.

2.      The following is not an exhaustive list, but may be used to provide context and additional information demonstrating satisfactory performance in the classroom:

a.      Submit a pretest/posttest assessment of course objectives.

b.     Submit a grade distribution for each course.

c.      Submit a peer evaluation of a course.

3.      *\*It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (not selectively to reflect a bias one way or the other)*.

**D. ABOVE SATISFACTORY RATING**

To achieve a rating of *Above Satisfactory*, the faculty member must satisfy ALL *Satisfactory* criteria and accomplish THREE of the activities below spanning TWO categories (e.g., Preparation for Teaching, Course Delivery, and Course Evaluation). *Faculty are expected to provide a brief description (no more than two sentences) of the selected activities in the space provided.* The following list is not rank ordered, equally weighted, or exhaustive:

**7.  Preparation for Teaching**

Attend two short university sponsored teaching-related workshops (e.g., FCTL one- hour workshops).  
Engage FCTL/CDL staff in a one-on-one consultation and provide a summary of consultation outcome and goals

for course development changes.  
Attend a professional conference or workshop or continuing education opportunity (fewer than two days) related to

the faculty member’s area of expertise or teaching assignment.  
Conduct research for an article about teaching and learning in course-related area for publication in a university or

local publication.  
Receive internal funding/compensation through a teaching grant (technology grants count under service).  
Complete the research to author a textbook, textbook chapter, or scholarly publication related to teaching.  
Incorporate elements of diversity/inclusivity into course design.  
Create artwork and/or utilize new technologies and industry prototypes as enhancements for course development.  
Secure external grant less than $5,000 for the preparation of instructional materials.  
Remain current in area(s) of expertise.  
Other preparation not included here. Please specify.

**8.  Provide context, as needed:**

**9.  Course Delivery**

Revise/modify one aspect of a course with documentation noting purpose and scope of changes.  
Mentor a student through any UCF recognized undergraduate research initiative, with an identified deliverable.  
Supervise an independent undergraduate research, creative or professional project that results in an identifiable

deliverable.  
Serve as a committee member for one or more Honors in the Major students to successful completion of an

undergraduate thesis.  
Serve as a committee member for one M.A./M.F.A./Ph. D theses/projects during this evaluation period   
Guide students in a class who present their work in a campus or community setting or who present their work

through off-campus   
Engage students in one or more university approved service-learning activities.  
Present course-related work to representatives of a campus, community, or non-profit organization  
Guide students on a fieldtrip to an off-campus discipline-related setting  
Teach an existing course for the first time as a new prep.  
Develop and gain approval for a new course at the school level.  
Substantially revise an existing course (e.g., Translating F2F to online).  
Play a significant role in developing, maintaining, and/or upgrading a classroom, studio, laboratory, or academic

display venue.  
Mentor a student in a discipline-related activity outside of classroom instruction.  
Deliver comprehensive guest lecture or learning session for a colleague’s class or other UCF unit.  
Individually teach a large course as Teacher of Record.  
Teach an undergraduate UCF class as part of your FIEA assignment.  
Modify instructional design to accommodate adding students above course caps established by program area while

maintaining quality of instruction   
Other activities related to course delivery not included here. Please specify.

**10.  Provide context, as needed:**

*\*NOTE: It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (and not used selectively to reflect bias one way or the other).*

**11.  Course Evaluation**

Collect and submit data for an assessment of teaching effectiveness regarding improvement in critical thinking in a

course that may be used for program assessment.  
Provide evidence of achieving personal teaching goals identified for the academic year.  
Provides compelling evidence of significant teaching effectiveness and rigor  
Receive a majority of Very Good or Excellent SPI ratings in the category of Overall Assessment of Instruction for

teaching an undergraduate class as part of your FIEA assignment. \* See NOTES below.  
Evaluate student performance with a level of rigor that is appropriate to the curriculum (oral or written critique)  
Other - Perform some other noteworthy teaching activity that is not listed. Please specify.  
Demonstrate satisfactory performance in the classroom as evidenced by SPI ratings of at least 50% in the “Very Good,” and “Excellent” categories for both semesters (i.e., not an average) in the category “Overall Assessment of Instruction”  
Solicit and receive a favorable peer review evaluation conducted by FCTL or NSCM faculty   
Collect and submit data for an assessment of teaching effectiveness regarding student knowledge and/or skills

gained in a course that may be used for program assessment.

**12.  Provide context, as needed:**

\*NOTES:

1.      If the faculty member does not receive a rating of 50% in the “Very Good,” or “Excellent” categories collectively; then, she/he/they should submit a summary that contextualizes SPI scores and describes a strategy for improving future SPI evaluations should be submitted to the Director.

2.      The following is not an exhaustive list, but may be used to provide context and additional information demonstrating satisfactory performance in the classroom:

a.      Submit a pretest/posttest assessment of course objectives.

b.     Submit a grade distribution for each course.

c.      Submit a peer evaluation of a course.

3.      *\*It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (not selectively to reflect a bias one way or the other)*.

**E. OUTSTANDING RATING**

It is presumed that to receive an ***Outstanding*** rating, the requirements for Satisfactory and Above Satisfactory will have been met. To achieve a rating of *Outstanding,* faculty must **either** complete TWO additional activities (spanning two categories) in the options for Above Satisfactory **or** ONE option from the activities listed in Outstanding.

**13.  Preparation for Teaching**

Attend a campus-based multi-day teaching workshop (e.g., FCTL summer conference).  
Author a textbook chapter about some aspect of teaching.   
Author a teaching article published in a university, local or regional publication.   
Play a leadership role in a local, regional or national teaching and learning conference and/or organization.  
Secure external grant greater than or equal to $5,000 for the preparation of instructional materials.  
Secure external grant funding for the preparation of instructional materials (technology grants count under service).  
Develop a UCF approved service-learning course.  
Present at a professional conference or workshop or continuing education opportunity.  
Attend three or more short university sponsored teaching-related workshops (e.g., FCTL).  
Develop course materials that ensure that sources include representation across cultural identities.  
Other preparation activities not included here. Please specify.

**14.  Provide context, as needed:**

**15.  Course Delivery**

Demonstrate the application of an innovative teaching technique.  
Supervise one or more Honors in the Major thesis to completion.  
Supervise a one or more M.A. theses.  
Guide students who present their work in a regional or national setting or who present their work through regional

or national media.  
Engage students in a regional initiative involving a significant community challenge related to course objectives  
Organize a co-curricular or instructional effort outside the classroom that serves the unit, school or the university  
Teach a UCF-approved service-learning or study abroad course.  
Incorporate culturally centered or inclusive teaching practices.  
Other examples of effective course delivery not included here. Please specify.

**16.  Provide context, as needed:**

**17.  Course Evaluation**

Receive external recognition of outstanding student performance that resulted from work presented in the

faculty member’s course.   
Receive recognition through teaching awards  
Receive a Quality or High-Quality Online Course Design designation from CDL.  
Demonstrate satisfactory performance in the classroom as evidenced by SPI Reports ratings of at least 70% in the

“Very Good,” and “Excellent” categories for both semesters in the category “Overall Assessment of Instruction  
Provide evidence of significant teaching/mentoring effectiveness through distinctive achievement of student(s) in

the discipline   
Other - Perform some other noteworthy teaching activity that is not listed here. Please specify.

**18.  Provide context, as needed:**

\*NOTES

1. If the faculty member does not receive a rating of 70% in the “Very Good,” or “Excellent” categories collectively;

then, she/he/they should submit a summary that contextualizes SPI scores and describes a strategy for

improving future SPI evaluations should be submitted to the Director.

2. The following is not an exhaustive list, but may be used to provide context and additional information

demonstrating satisfactory performance in the classroom:

 a. Submit a pretest/posttest assessment of course objectives.

 b. Submit a grade distribution for each course.

 c. Submit a peer evaluation of a course.

3. *\*It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (not selectively to reflect a bias one way or the other).*

*\*NOTE: It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (and not used selectively to make a point).*

**III. SERVICE**

***Service*** *includes all institutional, community, and professional activities for which the faculty is involved outside of the classroom. Based upon the annual assignment of duties, all faculty are expected to engage in a level of public and professional service activities as defined by the Collective Bargaining Agreement. In addition to the activities listed under each category, faculty have an opportunity to record “Other Service” that is not included among any of the categories below. In assessing the items reported as “Other Service,” the Director will consider variables such as “relevance to the faculty’s area of expertise” and “relevance to the program area, NSCM, or university mission” in judging the impact of the activity.   
At all levels, faculty are expected to provide a brief description (no more than two sentences) of the selected activities in the space provided.*

**A. UNSATISFACTORY RATING**

When a faculty member receives two consecutive *Conditional* ratings, an ***Unsatisfactory*** rating will be assigned. In rare instances where evidence of egregious deficiencies can be documented, an *Unsatisfactory* rating may be given when first identified.

**B. CONDITIONAL RATING**

The first year that a faculty member fails to achieve the requirements for *Satisfactory*, the performance will be marked ***Conditional***. Faculty anticipating receiving a *Conditional* rating must provide context explaining why any of the requirements were not fulfilled. If the faculty member achieves a Satisfactory rating in the year following a *Conditional*, this cycle resets (i.e., a faculty member could be *Conditional* one year, *Satisfactory* the year after, then *Conditional* in the third year).

**19.  Provide context, as needed:**

**C. SATISFACTORY RATING**

To achieve a rating of ***Satisfactory***, the faculty member must participate in program area meetings (based on attendance at over one half of the scheduled meetings during the year) and engage in ONE additional activity from among the following:

**20.  Service to Program Area/School/College**

Serve as an active member (based on attendance at over half of the scheduled meetings) on a School/College

committee.  
Serve as an elected/appointed college representative/liaison.  
Lead a (Transfer) Orientation session virtually or in person.  
Attend a scheduled student, colleague, or visiting artist screenings within faculty’s discipline.  
Other service activity for program area/school/college not listed here. Please specify:

**21.  Add context, as needed:**

**D. ABOVE SATISFACTORY RATING**

Faculty members seeking an ***Above Satisfactory*** rating shall have met the *Satisfactory*-level criteria, PLUS at least TWO of the following:

**22.  Service to Program Area/School/College/University**

Serve as an active member of an additional Program Area or School committee.  
Serve on a College or a University committee.  
Supervise a School program activity (e.g., grammar test, master’s comprehensive).  
Supervise a Program Area or School activity (e.g., student club, film showcase).  
Conduct a peer-review of teaching and write feedback statement for a colleague.  
Participate in the completion of a college/university report   
Contribute to the submission of a successful application for the purchase of equipment needed for UCF classroom.  
Advise or sponsor a student organization whose mission is part of the academic program of the School, College, or

University.  
Serve as a judge, coordinator, or administrative staff for a co-curricular activity for a minimum of 4 hours/rounds  
Receive a service award from School or College.  
Perform some other noteworthy service accomplishment or receive public recognition for service that is not

adequately represented in this evaluation.  
Identify three or more recipients of letters of recommendation for students  
Advise students on class schedules and career advice from assigned advising list.  
Identify how service promoted diversity, equity, and inclusion.  
Other not identified here. Please provide context.

**23.  Provide context, as needed:**

**24.  Public Service in the Community**

Serve as a board member of community organization related to the faculty member’s area of academic

expertise.  
Engage with a public-school group in an area of the faculty member’s area of professional expertise.  
Engage with a local or civic organization in the faculty member’s area of professional expertise.  
Involve students in community projects related to area of expertise or professional interest.  
Chair or serve as an officer for a local academic or professional group.  
Deliver speech or presentation in the faculty member’s area of expertise to local, state, regional, or national

group.  
Provide professional work or unpaid consulting for local group or schools in the faculty member’s area of

professional expertise.  
Provide service to a charitable organization utilizing the faculty member’s area of professional expertise  
Other not mentioned here. Please provide context.

**25.  Provide context, as needed:**

**26.  Professional Service**

Serve as a committee member of state, regional, national academic or professional association.  
Write or edit a newsletter, website, blog, or form of social media for a professional association or group related to

area of expertise  
Conduct a workshop or seminar for state, regional, national, or international academic or professional organization,

school, etc.  
Serve as a scholarly critic/respondent/discussant at a state, regional, national, or international academic or

professional program.  
Review manuscripts or abstracts for academic conferences.  
Participate as an active member in a professional organization: national, regional, or state. Description of specific

activity required.  
Serve as a moderator or respondent for a program or session at a local, state, regional, national, or international

convention.  
Serve as a juror for a state or regional professional competition related to area of expertise or professional interest  
Participate in partnership activities or prototype developments with outside agencies  
Collaborate or serve as Co-PI on grant opportunities pertaining to teaching or service assignments.  
Perform some other noteworthy service accomplishment that is adequately represented in this evaluation. Please

provide context.

**27.  Provide context, as needed:**

**E. OUTSTANDING RATING**

**28.  Faculty members seeking an *Outstanding* rating must meet the requirements for *Satisfactory*and *Above Satisfactory*, plus (2) complete TWO more activities across two areas (e.g., program area/school/college, community public service, professional service) from the *Above Satisfactory* level OR satisfy ONE of the following:**

Chair a state, regional, or national academic or professional group.  
Serve as an executive officer for national organization in faculty member’s area of expertise.  
Chair a national or international committee in discipline.  
Serve as an editorial board member or be an ad hoc reviewer for an established journal, grant agency, or book

publisher [evidence of more than 2 completed reviews within reporting period].  
Serve as Editor, Associate Editor, or Assistant Editor of professional journal or magazine in faculty member's

professional field.  
Receive a service award related to the faculty member’s area of academic or professional expertise.  
Chair or direct state, regional, national, international non-profit organizations related to the faculty member’s

area of professional expertise.  
Chair a major university or SUS committee (e.g., FCTL, University Senate, Budget).  
Serve as a juror for national and international academic or professional competition  
Performs some other noteworthy service accomplishment that is adequately represented in this evaluation. (Note:

Activity must be specified, and faculty must provide satisfactory documentation.)  
Curate film festival and/or art gallery presentations of films (may be used more than once.  
Other not mentioned here. Please specify.

**29.  Provide context, as needed:**

**IV. OTHER ASSIGNED DUTIES**

**30.  Consistent with the most current Collective Bargaining Agreement (CBA), faculty who assume (and/or are assigned) other duties, such as those consistent with assistant director, program coordinator, deputy director, may have internal titles, and their other assigned duties would be reflected on their official Assignment of Duties form and would be evaluated separately from Service or other categories. Because different assignments have different criteria (i.e., program coordinator would be different from assistant director), the basis for evaluation will be drawn from the Memorandum of Understanding and mutually agreed to by the Director and the faculty member. If an instructor or lecturer were assigned to a project involving scholarly research or creative activity, these assignments may be reflected in this area based upon the administrative or project related tasks to which they were assigned.**

**31.  The below area is provided should you choose to include a narrative or summary statement regarding your AESP submission.**

Bottom of Form